



## **Week 1 Assignment: Analyzing Campus Need and Personal Vision**

### **Overview**

In this course, you will conduct a data-driven comprehensive needs assessment, and use the information from your data analysis to develop an action plan for the purpose of improving student achievement. School administrators and site-based decision-making teams use the skills required in data-based decision making to improve student achievement, which culminates in improved school performance ratings.

In this week's assignment, you will complete the first step in conducting a comprehensive needs assessment when you navigate the Texas Education Agency (TEA) Web site and locate and analyze Adequate Yearly Progress (AYP) data for a campus, preferably your own. You will use the campus you select for all parts of the assignment. You will also develop a statement of your personal vision of leadership.

## Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Week 1 Assignment: Analyzing Campus Need and Personal Vision</b>				
<b>Part 1: Analyzing Campus Need</b> (ELCC 2.1 a.; 2.2 a., b., & c.)	Successfully locates, summarizes, and elaborates Adequate Yearly Progress (AYP) findings from AYP Guide. Successfully compares standards to actual campus performance for each AYP applicable indicator. Evaluates each subgroup's performance (strengths and weaknesses) by indicator. Composes three one-paragraph comparisons for each performance area.  (10 points)	Locates and lists campus areas of strength and weakness in AYP findings. Little elaboration in the summaries.  (8 points)	Summarizes indicator information from AYP Guide minimally. Lists areas of strength and weakness in AYP findings. No elaboration, no summarization.  (7 point)	Does not use applicable AYP indicators to compare standards to actual campus performance.  (6-0 points)
<b>Part 2: Analyzing Personal Vision</b> (ELCC 1.1 a. & b)	Answers all questions and cites information from Web sites; elaborates.  (10 points)	Answers all questions citing information from Web sites with minimal elaboration.  (8 points)	Answers three questions citing information from Web sites. No elaboration.  (7 point)	Does not submit assignment.  (0 points)
<b>Part 3: Personal Vision of Leadership</b> (ELCC 1.1 a. & b)	Completes all statements and creates a one-sentence personal vision of leadership statement.  (10 points)	Completes five statements and creates a one-sentence personal vision of leadership statement.  (8 points)	Completes four or fewer statements and creates a one-sentence personal vision of leadership statement.  (7 point)	Does not create a one-sentence personal vision of leadership statement or assignment is not submitted.  (0 points)
<b>Mechanics</b>	Few errors in grammar, spelling, or punctuation.			Multiple errors in grammar, spelling or punctuation.

	(5 points)			Responses lack clarity and depth.  (0 points)
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## Part 1: Analyzing Campus Need (ELCC 2.1 a.; 2.2 a., b. & c.)

Knowledge of the Texas Education Agency's database provides an emerging leader a foundation for decision-making. In Part 1 of the Analysis Assignment, you will examine campus data available on the TEA's Web site and compare your campus data to the criteria for meeting Adequate Yearly Progress (AYP) standards.

### Directions

1. Type the TEA Web address <http://ritter.tea.state.tx.us/ayp/2010/guide/> in your Internet browser's address bar to access the *2010 AYP Adequate Yearly Progress (AYP) Guide*.
2. Print out Page 21 of the *2010 AYP Manual*, "Exhibit 1: 2010 AYP Indicators," and summarize the indicators used to determine a campus AYP rating.
3. Complete the following **Summary of AYP Indicators** table.

### Summary of AYP Indicators

<p>Reading/English Language Arts:</p> <p><u>Performance standard:</u></p> <p>Only 73% of students in each subpopulation need to pass to be considered acceptable to the performance standard.</p> <p><u>Performance Improvement/Safe Harbor</u></p> <p>10% decrease in percentage not proficient on test and meet the standard or meet the improvement requirement for the relevant measure.</p> <p><u>Participation Standard:</u></p> <p>95% participation in the assessment program for students enrolled on the date of testing.</p> <p><u>Average Participation Rate</u></p> <p>95% participation based on combined 2008-2009 and 2009-2010 assessment data.</p>
<p>Mathematics:</p> <p><u>Performance Standard:</u></p> <p>67% of students in each subpopulation need to pass to be considered acceptable to the performance standard.</p> <p><u>Performance Improvement/Safe Harbor</u></p> <p>10 decrease in percent not proficient on test and meet the standard or meet the improvement requirement for the relevant other measure.</p> <p><u>Participation Standard:</u></p> <p>95% participation in the assessment program for students enrolled on the date of testing.</p> <p><u>Average Participation Rate</u></p> <p>95% participation based on combined 2008-2009 and 2009-2010 assessment data.</p>
<p>Attendance Rate: The attendance rate standard is 90% or showing any improvement.</p>

Graduation Rate: The Goal is for 4 year to be at 90% or a target of 75, or have a safe harbor graduation rate Target or improvement of 1%, or 5 year graduation rate target of 80%

## Directions

- Type the TEA Web address [http://www.tea.state.tx.us/ayp/index\\_multi.html](http://www.tea.state.tx.us/ayp/index_multi.html) in your Internet browser's address bar to access your campus AYP report.
- On the left, click Campus Data Tables.
- On the Adequate Yearly Progress (AYP) Campus Data Tables screen, answer questions 1 and 2 to locate your campus report. Then click continue.
- Use the AYP data to complete the Campus AYP Data Table below. Record the data as follows: % meeting standard/participation rate.

*Note: The attendance rate and graduation rate will only have the first number: % meeting standard.*

- Compare your campus performance to the AYP indicators.

## Campus AYP Data Table

Campus Name: University Park Elementary		Grades served on campus: K-4						
Campus AYP Status/Rank: Exemplary, Meets AYP								
Title I Improvement Requirement: n/a								
Percent Meeting Standard/ Participation Rate								
Performance Area (most current yr.)	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP Students
Reading/ ELA	>99%	na	88%	>99%	na	97%	na	na
Mathematics	>99%	na	>99%	>99%	na	>99%	na	na
Attendance Rate	97.2	na	97.1	97.2	na	97	na	97.3
Graduation Rate	- (not evaluated for K-4)							

### Comparison of Campus AYP Data to AYP Standards

In the table below, compose a one paragraph comparison for each performance area that is applicable at your campus. Evaluate each subgroup's performance and areas of strength and weakness as identified by the indicators.

<p>Reading/English Language Arts:</p> <p>My school does not have enough students in most the subpopulations to “count” towards a specified group. University Park Elementary only has two subpopulations being Hispanic and Special Education. Our White students do very well with more than 99% passing. Our Hispanic students do well and surpass the States 73% target in Reading/Language Arts but definitely have room for improvement. Our special education population has a few points in which they could perform better but are well within state expectations. Almost 100% of our students met standards. Our school stresses commended rates not meeting standards. We strive for over 90% commended in all areas.</p>
<p>Mathematics:</p> <p>My school does not have enough students in most the subpopulations to “count” towards a specified group. University Park Elementary only has two subpopulations being Hispanic and Special Education. In mathematics we have greater than 99 % of our students meeting standards. I believe our Hispanic population does better with mathematics since the language barrier is not as prevalent in math. Our school stresses commended rates and not the customary passing the test. We strive for over 90% commended in all areas.</p>
<p>Attendance Rate:</p> <p>The state target attendance rate is 90% and in each subpopulation my school is over 97%. The attendance rate is an important area for disaggregation since students need to at least be present to receive the needed education. Plus, in most districts, schools need their attendance rate within the state target so they can receive state funding.</p>
<p>Graduation Rate:</p> <p>Since my school only goes to 4<sup>th</sup> grade we do not have graduation rate percentages. The High School that we feed into, Highland Park High School, does meet AYP, though.</p>

## Part 2: Analyzing Personal Vision (ELCC 1.1 a. & b.)

All visioning entails development of core beliefs, whether you are developing a personal leadership vision or a campus vision. In Part 2 of the Analysis Assignment, you will investigate resources for creating a vision and then compose a personal vision of leadership by completing a series of statement stems.

### Directions

1. In preparation for composing your own “personal” leadership vision, access and review the following Web sites:

- <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>
- <http://www.leading-learning.co.nz/creating-vision.html>
- <http://resources.sai-iowa.org/si/desiredfuture/vision.html>

To access the Web sites, type the address into your Internet browser’s address bar, or access them in Resources: Helpful Web sites.

2. Using the information from the Web sites, answer the following questions:

What is vision? What are the components of a shared vision?

Creating a vision means to first describe the how the school should advance. After realizing where the school is at present, discover how to assist in improvement. It is also important that the school community creates a shared vision for the school based on a set of central beliefs to which the school community can commit. The vision will need to reflect the school district vision and goals as well as state standards. The school improvement’s main concern needs to be aligned with the school vision.

What are the steps in developing, articulating, and implementing a shared vision? How does your campus articulate its vision?

1. Research the significance of vision and planning in the success of organizations
2. Speak to group that help schools develop a vision through staff development, conferences, and workshops.
3. Learn about the parts of a vision by examining leaders as they create vision and mission statements
4. Review other schools’ statements and find how they address their ideals
5. Work as a group and write a mission statement
6. Listen to leaders talk about their mission
7. Observe other teams reactions to shared visions

In another link from SEDL at <http://www.sedl.org/change/issues/issues23.html> it articulates the steps slightly differently.

“To assist leaders in developing an appropriate vision, Nanus (1992) maintains that the ‘right vision’ has five characteristics:



- attracts commitment and energizes people,
- creates meaning in workers' lives,
- establishes a standard of excellence,
- bridges the present to the future, and
- transcends the status quo.”

My campus is led by a very well educated woman who knows what works in schools. She is a leader by all standards of the meaning. She is well versed in creating shared visions. I have been on several committees when vision statements were created at my school. My principal insures that they are well articulated with both history, a time span in which the vision will occur, and allows for updating through the visions time span.

Nanus, B. (1992). Visionary leadership: Creating a compelling sense of direction for your organization. San Francisco: Jossey-Bass.

How can you use what you learned at these Web sites to help you articulate your personal vision of leadership?

I appreciate that they focus on student learning. A vision statement needs to be more than just about the culture of a school but about the children. We need to ensure that the school is student centered with an emphasis on teachers having a community of learning networks. Principals need to ensure that the culture of their school is a positive one in which teachers feel safe to try innovative techniques to better engage their students.

With regard to the campus improvement process, why do you think it is important for the principal to have a personal vision of leadership?

We are held accountable and driven by improvement. The school leader is extremely important. As found in “The school leader impacts as much as twenty percent of the achievement levels of students in schools”(....pg1). Change requires a blueprint. To achieve change in schools that blueprint is the vision. Since the principal is such an integral leader of change it is important that the leader also have a personal vision to drive their direction.

### Part 3: Personal Vision of Leadership (ELCC 1.1 a. & b.)

In the table below, complete the core belief statements to gather your ideas about schools and leadership. Use the ideas to create a one-sentence personal leadership vision statement in the last section of the table.

Schools should teach students through engagement how to problem solve, collaborate, work successfully with others, and value their talents.
A good school is one that allows for students to learn from their failures. We are all fallible and students need to embrace failures as much as successes. People often stumble through life but how they pick themselves up and learn from their mistakes truly makes the journey worthwhile.
An effective classroom is one in which students feel safe, appreciated, and valued.
A good principal is one who listens to the needs of others, evaluates how to effectively create beneficial change which will improve the success of students, uses data to drive instruction, values the talents of others, and appreciates the people they work with.
An effective school faculty is one that values children's variety of talents, is willing to seek and implement professional development strategies, use data to drive instruction,
A quality instructional program includes student engagement in the curriculum taught, diversity for the different types of talents and learning styles of students, and differentiated instruction so more students benefit from the instruction.
Personal Vision of Leadership (one sentence): I will endeavor to be an ethical leader who knows the importance of being a lifelong learner, who works with others to enhance professional development, who uses data based decisions to enhance the topics for enrichment, and who ensures others feel valued and appreciated when working with me.

#### **E-portfolio assignment:**

#### **Complete "I-001 Vision and Campus Culture" Course-Embedded Internship Log 2 in TK20 e-portfolio.**

Continue to complete and post Campus-supervised reflection logs in your 3-ring binder. All course-embedded and campus-supervised logs must be completed by the 11th course in the program prior to the EDLD 5398 Internship course.